

Teaching and Learning in a Virtual Environment

Learning that is Far Yet Near

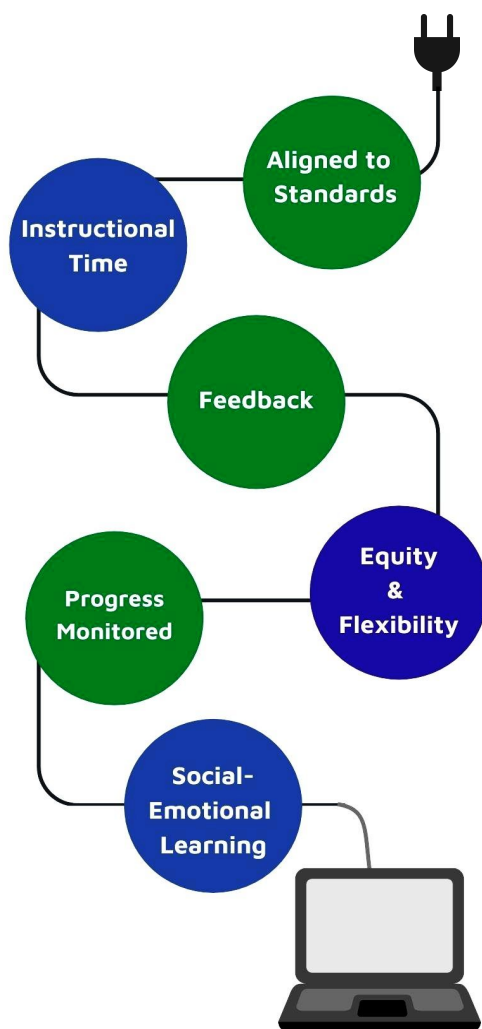
The way we conduct schooling has changed quickly over the past few months as a result of the COVID-19 pandemic. Learning may be fully at a distance, face-to-face, or a blend of online and brick-and-mortar. Regardless of the specific design of schooling this fall, most experts agree that virtual learning will be part of the plan. Virtual learning should, like in-person education, provide accessible content for all students. The hope is that we return better than before, taking ideas that were implemented during pandemic “emergency teaching” and applying them in new situations.

Regardless of the changes, what remains constant is the Department of Elementary and Secondary Education’s (DESE’s) vision for “Improving Lives through Education.” Teachers have proven resilient and embraced their responsibility to impact learning, despite the format of school. Let’s continue to keep near what we have learned and together improve schooling in any format, whether face-to-face or from a distance.

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Design Principles for Virtual Learning



A Deeper Look

Aligned to Standards	Instructional Time
<p>Designing learning opportunities aligned to standards that engage students is critical to support students' academic and social and emotional growth. Educators will have to adapt these learning experiences to a remote setting with and/or without access to devices and the Internet. Educators should provide a recommended schedule with flexible options and assume that students will have minimal supervision or guidance.</p> <p>Please refer to our Missouri Academic Standards and Power in The Process-The Why Behind Priority Standards for examples and additional information.</p>	<p>The amount of time students are expected to learn and complete academic work in a remote setting should differ from instruction delivered in a physical classroom. You should not assume students will be spending the traditional hours or the same amount of time on learning as when they are in the classroom.</p> <p>See the DESE Acceleration of Learning for 2020 document for key components of acceleration of learning and examples and suggestions for planning appropriate amounts of distance instruction.</p>
Feedback	Equity and Flexibility
<p>Regular and timely feedback that is highly personalized and relevant to the subject area being assessed is vital to keeping students engaged and motivated. Feedback should be so specific that the student immediately knows how to take action. Comments should clearly describe student's successes and shortfalls and directly reference their work in order to point the student to their next steps.</p>	<p>As educators design learning opportunities for students in a remote learning environment, it is important to design instruction with equity and flexibility in the forefront, especially when considering student populations that typically have additional support while in school. Instruction should include enough flexibility and choice to reduce instances of students feeling overwhelmed, disinterested, and/or frustrated.</p>
Progress Monitoring	Social-Emotional Learning
<p>The primary benefit of conducting ongoing progress monitoring is that you will have continuous data towards relevant goals for students. Such monitoring can (and should be) be used broadly to provide feedback to students, but is necessary for our most vulnerable students such as English Language Learners and students with Individualized Education Programs (IEPs) to meaningfully update goals, accommodations, and services.</p> <p>Missouri Learning, Engagement and Preparation (MO LEAP) resources were created to support acceleration of learning in Missouri schools. MO LEAP has two categories, Blocks and Assessments. They provide classroom instruction and learning measurement for teachers.</p>	<p>Addressing social and emotional learning (SEL) effectively is proven to support the whole child and increase achievement, and this is never more important than during a crisis. As schools, districts, and teachers work to provide continuity of learning for their students, SEL should be at the forefront of structures and learning opportunities.</p> <p>Building adult-student and peer relationships should be a priority when building structures that maximize supportive connections, either in-person or through distance learning upon the return to school. Weave opportunities for SEL practice and reflection into the school day and support students' sense of identity, agency, and belonging.</p>

The Distance Learning Format

When using a distance learning format, it is not recommended to try to replicate the physical classroom at home. Instead, this is a time to maximize the authentic learning environment and options for personalization. The amount of time students are able to engage in learning at home may differ based on the individual student's home environment and duties. It is essential to recognize appropriate amounts of time for students to engage in their learning while also valuing the needs of the student's social, emotional and mental health.

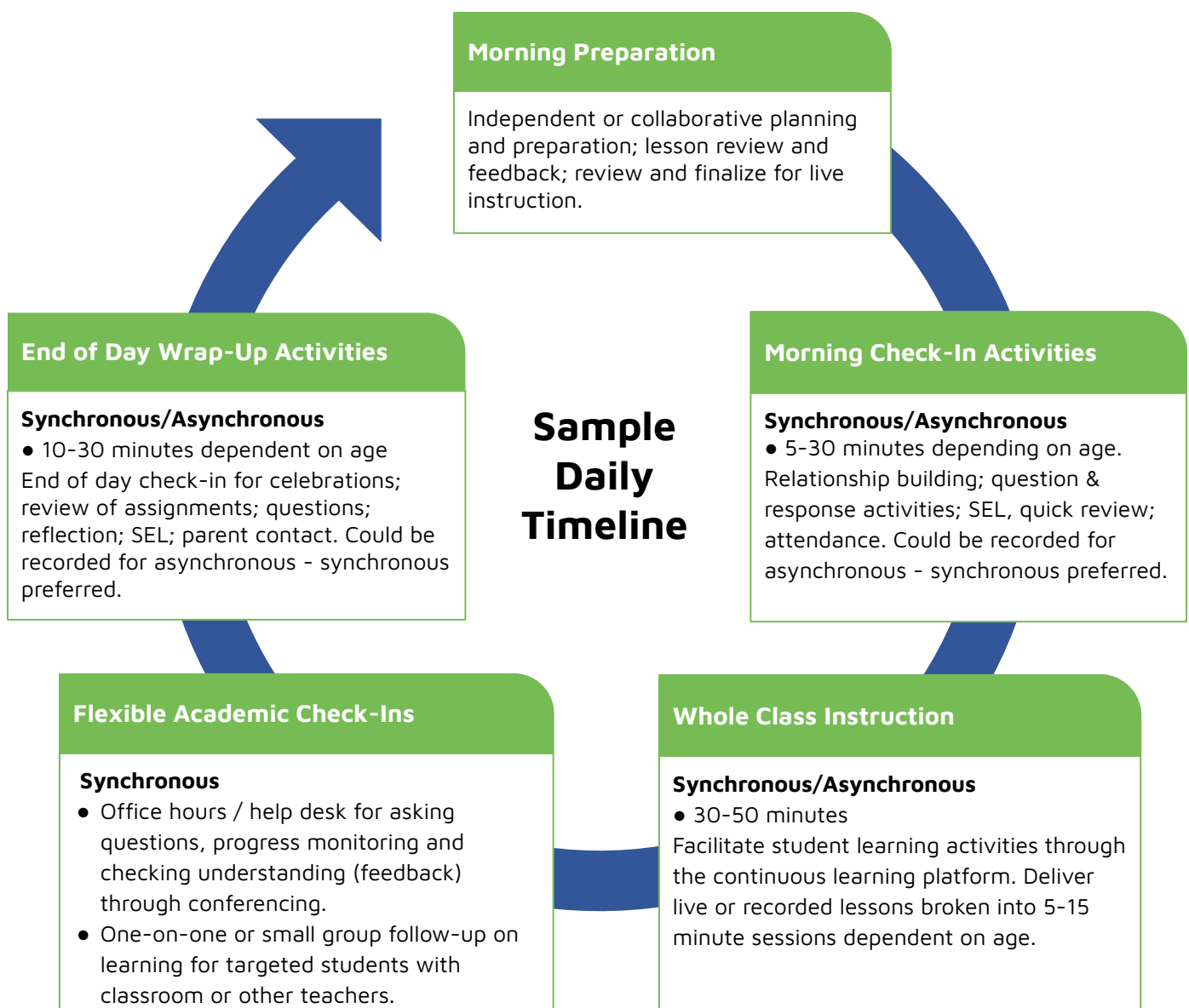
Students whose learning has been traditionally compromised in schools remain at risk in distance learning. Special attention must be given to ensure that the specific needs of these students are met. All students, and especially those who are at greater risk of not making expected progress, must receive proactive supports that address their equity needs and build their capacity to learn at a distance.

Learning should look less like...	Learning should look more like...
An attempt to re-create school at home <ul style="list-style-type: none">• assuming a strict 'school day' schedule• requiring special materials (e.g., lab or materials not commonly found at home)• pacing with the planned scope and sequence• assigning readings to stay 'caught up'• assigning packets of worksheets and busy-work• expecting that all learning experiences happen virtually	Flexible goals and structures for learning <ul style="list-style-type: none">• extended time for learning and reflection• use of commonly available materials• purposeful selection of learning targets• opportunities for students to explore their interests• meaningful, manageable tasks and projects• opportunities to learn without the use of devices or the internet
Teacher-centered instruction <ul style="list-style-type: none">• virtual lectures/classes that all students synchronously attend• teachers delivering information and assignments• Teacher instruction and feedback as the primary mode of facilitating learning	Purposeful teacher-student interactions <ul style="list-style-type: none">• optional opportunities to connect with teachers and peers virtually and at a variety of times• teachers providing coaching, feedback and encouragement• encouragement for students to engage in learning and reflection with their families and communities• encouragement for self-reflection on what students learn and how they learn it
Assignments to 'get through' content <ul style="list-style-type: none">• Emphasizing memorizing content or 'checking off' tasks on a list• Asking students to solve contrived or hypothetical problems or complete design projects that value form or function• Trying to cover content through a volume of activities or skipping from topic to topic	Authentic learning in the home setting <ul style="list-style-type: none">• Connecting questions and problems to household activities such as cooking, fixing things or gardening• Asking students to identify relevant problems in their lives and engage in design cycles to address them• Allowing students to deeply explore phenomena or problems of interest through investigation to build understanding and practice over time

Sample Daily Schedules for Virtual Learning






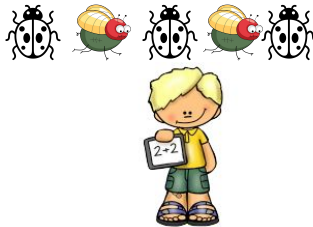






Schedules for distance learning should establish expectations, increase accountability, and ultimately make everyone's day easier to manage. It is important to incorporate purposeful activities that foster socio-emotional health and growth and to provide options for students with limited technology access. Keeping an updated website and the previous recommendations will help to ensure your school days run smoothly.

The following pages offer a variety of sample schedules that may be used to support distance learning. The ultimate goal of any schedule is to ensure students continue to receive a high quality education that is consistent and timely. Not everything is going to go 100% smoothly the first time around. Embrace flexibility and adapt your schedules where needed. Involve students AND parents in conversation, prior to school beginning, around expectations and what students and parents/guardians are willing and able to do.



Sample Daily Schedule

Pre-K or Kindergarten Students

<p>1 Breakfast/Get dressed</p> 	<p>2 Check-in with Teacher 30 minutes</p> 	<p>3 GoNoodle Break 20 minutes</p> 
<p>4 Listen to "The Very Hungry Caterpillar". Is this story a make-believe story or real story? How do you know? 5 minutes</p> 	<p>5 The Very Busy Caterpillar ate through a lot of food! If you were the Very Busy Caterpillar what food you would eat for every day of the week. Make a Flipgrid video and tell us. 20 minutes.</p> 	<p>6 Math 20 minutes On Seesaw, use the "drawing tool" to create an insect pattern.</p> 
<p>7 Play a game with a family member. 20 minutes</p> 	<p>8 Check-in with Teacher 30 minutes</p> 	<p>9 Enjoy lunch and recess time.</p> 
<p>10 Science Watch "Inspect an Insect". Draw a picture of an insect on SeeSaw. Make sure it has 3 body parts (head, thorax, abdomen)</p> 	<p>11 Set a timer for one minute and pick up as many toys as you can. How many toys were you able to pick up in one minute?</p> 	<p>12 Check-in with Teacher and tell about your day. 30 minutes</p> 

Sample Daily Schedule for Lower Elementary

Class Name

Subtitle/Date

Session Objective/ Missouri Learning Standard:

Students will be able to....

Agenda

Activity (time or list)	Description and Linked Resources
8:30-8:50 	Morning Check-In Here is the link: We will look at today's lessons and activities in learning platform . <i>Recorded lessons should be 5 -10 minutes depending on grade level. Include closed captioning or written text. For consistency limit learning platforms to one or two. This eliminates the need for parents and students to download and learn multiple platforms.</i>
9:00-9:30 	ELA: Read _____ and journal in learning platform .
10:00-10:30 	GoNoodle , Cosmic Kids Yoga , outside play, or online lesson with PE teacher
10:30-11:00 	Creativity: Art for Kids or DIY.org , Lunch Doodles with Mo Willems , Chrome Music Lab , Incredibox or online lesson with Art or Music teacher.
11:00 - 11:30 	Virtual class time - whole class lesson. Here is the link: Today's groups: Red group members Blue group members
11:30-12:00 	Lunch
12:00-1:00 	Audiobook , Epic! , quiet time/naptime, or office hours to check-in with teacher(s) Check-in link:
1:00-1:30 	Math: Zearn , Desmos or choose from your teacher's list
1:30-2:00	Elective: Scratch , Toontastic 3D , or play outside
2:00-2:30 	End of day check-in with your teacher Here is the link:

Sample Weekly Schedule for Lower Elementary

This Week	ELA/ELD/Writing	Math	Social Studies Social/Emotional Learning	Science	Physical Education
Materials	Seesaw Learning Journal app YouTube IXL Phonics online	Seesaw Learning Journal app and IXL Math - 2 times a week for 10 minutes is recommendation	Seesaw Learning Journal app Social studies has been integrated with Language Arts/writing.	Seesaw Learning Journal app Science has been integrated with Language Arts/writing.	Cosmic Kids Yoga-Youtube Copy of PE Week 3 First Grade
Morning Virtual Check-In 8:30 - 8:40 <i>(Synchronous daily or on specified days. Could be pre-recorded.)</i> Daily Virtual Instruction 11:15 - 11:30 <i>(Synchronous or Asynchronous)</i> Daily Office Hours and Small Group 1:30 - 2:00 <i>(Synchronous)</i> End of Day Virtual Check-In 2:30 - 3:00 <i>(Synchronous daily or specified days)</i>	<p>*Listen to Whistle for Willie (YouTube) In your journal describe the main characters; How did they change during the story? What was the problem and solution? Describe the setting of the story. We will discuss this at our 11:15 whole class meeting on Tuesday.</p> <p>*Check SeeSaw daily for phonics lesson.</p> <p>*Do one IXL phonics lesson daily.</p> <p>*Spelling Words: (cow, town, how, mouse, out, mouth, hawk, lawn, nothing, and color). You can either print or do lessons on paper. Test during small group on Friday (1:30). Spelling Practice: pages 3 & 4 found in SeeSaw.. Write the spelling words in ABC order. Grammar: Practice pages 3 & 4 found in SeeSaw *Wednesday-GAME DAY! Practice high frequency words! https://www.education.com/games/high-frequency-words/</p>	<p>*Complete Practice lessons on SeeSaw 9.6-9.9. (Pages 169-176... Talk about time (if it is 3:00 now, what time will it be in three hours, if it is 2:30 right now, what time will it be in one hour, etc.) *Think of things you can sort and explain in your journal why you choose to put them in those groups.</p> <p>*Check SeeSaw daily for a new math lesson.</p> <p>*Continue doing IXL math lessons on-line daily.</p>	<p><u>Keep a writing journal</u> - Divide the page in half: Each day write, two things you learned on the other half write at least one sentence on how you feel and why. For example: Today I felt happy because I got to see my classmates on Zoom.</p>	<p>Think about the animal you choose to research. What makes your animal special? **Kids Zoo San Diego is a great website to research zoo animals. Think, Plan, Sketch, and label Write, Reread and Revise, Reread and Edit, and then Publish in Seesaw</p>	<p>*Spell your first name and do the activity that goes along with it. * Get 60 minutes of exercise daily and log it in your journal. *Pass it activity *Foot, rock, paper, scissors activity * Complete one Color Workout each day. * In your journal: *draw 3 fruits & 3 vegetables. *draw 3 protein Foods * draw 3 dairy Foods * draw 3 grains * draw a meal with foods from all 5 food groups</p>

Sample Weekly Schedule for Lower Elementary

With Choice Boards

Time	Activities
8:00 am - 8:30 am	Breakfast/Get ready (Yes. Change out of PJs)
8:30 am - 8:45 am	Morning check-in with your teacher Check-in here .
8:45 am - 9:00 am	Choose an activity from row 1 column A or B on the choice board and work for 20-30 minutes. If you have extra time you can choose an activity from column C or D.
9:30 am - 10:00 am	Play outside if weather permits. If it's raining or too cold choose an activity from this list .
10:00 am - 10:45 am	Choose an activity from row 2 column A or B on the choice board and work for 20-30 minutes. If you have extra time you can choose an activity from column C or D.
10:45am - 11:15am	Whole class activity with your teacher. Check-in here .
11:15 am - 12:00 pm	Choose a learning game from this Free Time eLearning choice board , play a board game with a friend or family member, or office hours with a teacher.
12:00 pm - 1:00 pm	Lunch - Listen to an educational podcast! Try Wow in the World! If you like science, Stories Podcast or Circle Round to hear a story, or Noodle Loaf to learn about music!
1:00 pm - 1:30 pm	Reading time! Grab a book or magazine, find a cozy spot, curl up and read by yourself or with a friend or family member. Or, find a story on Story Online to listen to.
1:30 pm - 2:15 pm	Choose an activity from row 3 column A or B on the choice board and work for 20-30 minutes. If you have extra time you can choose an activity from column C or D.
2:15 pm - 2:30 pm	Afternoon check-in with your teacher for announcements and celebrations. Check-in here .
2:30 pm - 7:00 pm	Relax, go outside, work on passions, time with family. Visit this Free Time eLearning choice board for some more learning games.

Sample Daily Schedule for Upper Elementary

Time	Assignment	Link	Information
8:30 - 9:00 Zoom <i>(daily or designated days)</i>	Good morning! It's another great day for learning. Log on to see what we will do today.		Password: XXXXX
9:00 - 9:30 ELA/ Social Studies	Read _____ in Epic! and take the quiz at the end.		Class code: XXXX Click on your name.
9:30-10:00 Math	Log into Prodigy and complete 20 minutes of $-$ and $+$ activities.		You have your login information. Email me if you have forgotten.
10:00-10:30 Exercise	Time for a stretch. Log on to GoNoodle and get your wiggles out.		Have fun!
10:30-11:00 Writing	Which animal would win if a tiger fought a crocodile? Don't forget to tell why?		Take a picture of your finished work and post it in Seesaw .
11:00-11:30 Zoom Meeting <i>(or pre-recorded lesson)</i>	We will discuss the story you read on Epic! today. Complete the compare and contrast sheet before our Zoom.		Password: XXXXX
11:30-12:30 Lunch and recess	Help make lunch and clean up. Go outside if possible and enjoy some free time.		
12:30-1:00 Office Hours	Today's small group _____.		Class code: XXXX
1:00-1:30 Free Reading	Book of your choice.		Enjoy!
1:30-2:00 Art or Music	Online lesson with Art or Music teacher.		Link provided by teacher.
2:00-2:30 Zoom Meeting <i>(daily or designated days)</i>	Celebrations and announcements. Questions and answers.		Password: XXXXX

Sample Weekly Upper Elementary Schedule with Choice Board

Session Objective/ Missouri Learning Standard:

Students will be able to....

Daily Check-Ins Synchronous	Morning Check-In 8:30 - 8:50	Whole-Class Lesson 11:00 - 11:30	Office Hours 1:00 - 2:00	End of Day Check-In 2:45 - 3:00
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eLearning Choice Board

In each row #1-4 choose one activity from column A or B and one activity from column C or D.

	A	B	C	D
1	NewsELA Reading - Planet Reading & Questions	Planet Video #1 Writing - Planet Writing	Khan Academy Lesson - Perimeter	Print out the Graph paper or Transfer it to Notability. Make sure to watch the How To video first! How to Graph on a Coordinate Plane Graph Paper Directions
2	IXL Skills: Irregular Past Tense Verbs MM.7	Grammar: Irregular Past Tense Verbs	iXL Skills: FF1, FF2, FF3, FF4, FF5	Khan Academy Lesson - Area
3	Common Lit: Tsenacomoco: My World Answer the Discussion Tab questions after the story in one to two paragraphs	Common Lit: The Long March Answer the Discussion Tab questions after the story in one to two paragraphs	8-minute Tabata Warm-up Day 1 Tabata	Kids Workout 1
4	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> PBS Kids 	Mystery Science: How Do Germs Get Into Your Body? Record responses in Google Classroom.	Mystery Science: How Does Hand Sanitizer Kill Germs? Record responses in Google Classroom.

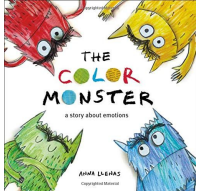
[Choice board](#) created by [Karly Moura](#). Go to "file" then "make a copy" to edit and use for your own class.

***Delete this table before assigning to your class**

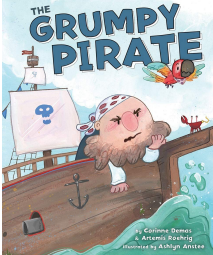
ELA	Math	Science & Comp Sci	Social Studies	PE/Art/SEL	Non-screen
<ul style="list-style-type: none"> Khan Academy cK-12 Freckle Scholastic Learn from Home resource Thrively PBS Kids Reading Resources 	<ul style="list-style-type: none"> Khan Academy cK-12 Thrively Freckle PBS Kids School closure lessons from SFUSD BrainPop Math Playground 	<ul style="list-style-type: none"> Khan Academy cK-12 Freckle Mystery Science Thrively PBS Kids Code.org BrainPop 	<ul style="list-style-type: none"> Crash Course cK-12 Freckle Thrively PBS Kids NewsELA Tween Tribune BrainPop 	<ul style="list-style-type: none"> Go Noodle Shapegrams Thrively PBS Kids BrainPop 	<ul style="list-style-type: none"> Pobble menu Daily stem Resources

Sample Multi-age Elementary Class Schedule


Check-Ins	Morning Check-In 8:30 - 8:50	K-1 Office Hours 12:30-1:00	2-4 Office Hours 1:20 - 1:50	5-6 Office Hours 2:00 - 2:45	End of Day Check-In 2:45 - 3:00
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Monday Lessons	ELA/ELD/ Writing	Math	Social Studies Science Virtual Field Trip	Physical Education	Reader's Workshop
Activity	<p>BLUE Read Kangaroos Spelling words</p> <p>GOLD Reading Spelling words</p> <p>PURPLE Reading packet Spelling words</p> <p>Use these tools while reading the stories</p>	<p>GREEN Math packet Number chart</p> <p>ORANGE Math packet Multiplication table</p> <p>RED Math workbook Multiplication Chart</p>	<p>All Students</p> <p>Tour The Great Wall of China</p> <p>Create your own Great Wall of China</p> <p>Great Wall of China Questions</p>	<p>All Students</p> <p>Home workout</p> <p>Yoga and calming</p> <p>PE K-2</p> <p>PE 3-6</p>	<p>All Students</p> <p>The Color Monster</p> 

Tuesday Lessons

Activity	<p>BLUE Read Iguanas Spelling words</p> <p>GOLD Reading Spelling words</p> <p>PURPLE Reading packet Spelling words</p>	<p>GREEN Math packet Number chart</p> <p>ORANGE Math packet Multiplication table</p> <p>RED Math workbook Multiplication Chart</p>	<p>All Students</p> <p>Explore The Johnson Space Center</p> <p>Explore Mars</p> <p>Astronaut knowledge</p> <p>Create your own Spaceship</p> <p>Make your own space suit</p>	<p>All Students</p> <p>Home workout</p> <p>Yoga and calming</p> <p>PE K-2</p> <p>PE 3-6</p>	<p>All Students</p> <p>The Grumpy Pirate</p> 
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Wednesday Lessons

Activity	<p>BLUE Read Frogs Spelling words</p> <p>GOLD Reading Spellings words</p> <p>PURPLE Reading packet Spelling words</p>	<p>GREEN Math packet Number chart</p> <p>ORANGE Math packet Multiplication table</p> <p>RED Math workbook Multiplication Chart</p>	<p>All Students</p> <p>Dive in and explore the water</p> <p>Show what you know</p> <p>Create your own Penguin</p> <p>Draw your own Great White Shark</p>	<p>All Students</p> <p>Home workout</p> <p>Yoga and calming</p> <p>PE K-2</p> <p>PE 3-6</p>	<p>All Students</p> <p>Cyril's Big Adventure</p> 
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Sample Schedule for Middle and High School Students

This is a sample Monday, Tuesday, Thursday, Friday schedule for 6th - 12th grade students based on a six (6) period day: Three (3) periods each day (alternating days; combination live vs. offline).

On Wednesdays students will have advisory/SEL (social emotional learning) support/connection and teacher-student learning time (independent or small group work).

The live instructional period in the morning could also be paired with the independent and small group work time for longer periods throughout the day. These decisions will be made at the school building level.

*English Language Development, Special Education and 504 supports and services will be provided to students during the instructional day based on the student's individual plans. These services will take place in collaboration with the student's educational team, including general education, ELD, and special education staff.

Middle and High School Teaching: Secondary classroom teachers will provide instruction across a minimum of three and a maximum of four instructional periods a day on an A/B schedule Mon., Tues., Thurs., and Friday.

Instructional periods will provide synchronous and asynchronous instruction. Teachers will provide a minimum of two synchronous sessions for each class period during the week. Secondary schools will provide a minimum of 35 minutes each Wednesday for student check-in/community building/SEL supports.

Time	Content
50 minutes	Period 1*/Period 4* (live instruction)
50 minutes	Period 2*/Period 5* (live instruction)
50 minutes	Period 3*/Period 6* (live instruction)
1 hour	Lunch
Afternoon	Approximately 50 min per offline (asynchronous) Independent and small group work 30 min office hours Period 1/4* (independent and small group work) Period 2/5* (independent and small group work) Period 3/6* (independent and small group work) Clubs, counseling, library

Sample Upper Grades Block Schedule

REMOTE LEARNING CLASS SCHEDULE					
TIME	MONDAY BLOCKS	TUESDAY BLOCKS	WEDNESDAY BLOCKS	THURSDAY BLOCKS	FRIDAY BLOCKS
10:00-11:00					Teacher Office Hours- Spanish & Electives
11:00-12:00					Teacher Office Hours - ELA/ELD
12:00-1:00	A Block	C Block	Advisory Check-In	E Block	Teacher Office Hours - Social Sciences
1:00-2:00					Teacher Office Hours - Science
2:00-3:00	B Block	D Block		F Block	Teacher Office Hours - Math

What all students and families can expect:

- All classes will receive **grades** and **all work counts!** School runs until _____.
- Every Sunday night **new work will be posted** on the _____ website
- For every grade level there will be a **"Weekly Overview"** so you can see all assignments in one place
- **Login codes for every class on Zoom.com** can be found in your Weekly Overview
- For every class there will be work to do before the class meets (**pre-work**), work to do during the class (**class work**), and work to do after class and before the next one (**post-work**)
- **Attendance will be taken;** Including shown classtimes, you should be doing **3-4 hours of classwork per day**
- You can **meet with your teacher** each week during virtual Office Hours or email them anytime
- Advisors and teachers will **connect with you directly** at least one time per week

Examples of Instructional Activities

Morning Preparation

Teacher

- Independent or collaborative planning
- Uploading or checking student learning activities and assignments are ready in the continuous learning platform
- Reviewing and providing feedback for students on previously submitted assignments
- Reviewing and finalizing materials for live instruction

Morning Check-in

Synchronous/Asynchronous

30 minutes with a break at 15 minutes to get up and move

- Email, discussion board, live class discussion
 - Signals or props for students to hold up/click to show responses or questions during lesson.
 - Routine is important, but include variants to keep it interesting
- Social-emotional, culture and relationship building activity (e.g. [CASEL](#)) using reflective sentence frames
- Question/response, both for relationship building and speaking practice.
- Quick review of the previous day and reminder about any homework
- Daily check-in question or discussion in continuous learning platform (synchronous viewing)
- Student attendance
- Phone calls to students unable to join online

Possible Tools to Support Virtual Discussions

- [Note Catcher](#) or Google Docs (organize discussions; teacher can facilitate the discussion using pre-assignments and a feedback survey)
- [Kialo.com](#) (secure private chatboard where students can respond to the teacher with evidence to support their thoughts; can also respond to each other's evidence for debates)
- [YoTeach](#) (whole group or breakout rooms)
- [FlipGrid](#) (video responses to teacher and peers)
- [Padlet](#)
- [ClassKick](#)

Examples of Instructional Activities (continued)

Instruction

Synchronous/Asynchronous

Approximately 3 hours for all classes

50 minutes for each class with a break at 15 minutes to get up and move (*Move It* Google extension is a fun tool for this)

- Deliver live or recorded whole class instruction for students (10 minutes max/5 minutes preferred of teacher talk followed by student interaction) through a continuous learning platform.
 - Provide opportunities to connect with one or more educators multiple times per week.
 - Provide written directions or closed captioning along with recordings.
 - Ensure all students know how to use the closed caption and translation options.
 - Using Google interactive [slides](#), [EdPuzzle](#), [Google Classroom](#), Class webpage, [Wakelet](#), [FlipGrid](#), etc.:
 - Students use the Jigsaw technique to work on a collaborative project.
 - Students work simultaneously on a computer project while facetimeing on phone or using video conferencing tool.
 - Start project in small group, finish independently through a shared document, then make short presentation during the next whole group or small group class meeting.
- Sample lesson: [Judicial Branch](#)

Office hours / help desk

Synchronous

- asking questions, sharing what they know, and checking understanding through conferencing
- Set limits and communicate these to students
- Review student work and provide feedback through conferencing or written feedback
- Provide one-on-one or small group follow-up on learning for students
- Provide opportunities to connect with one or more educators multiple times per week.
- Identify/provide for targeted supports for specific students (SpEd, English Learners, Gifted...)
- Plan and prepare future lessons independently or collaboratively
- Progress monitor for students / check for student understanding
- Emails and administrative tasks

Examples of Instructional Activities (continued)

End of Day Check-in

Synchronous/Asynchronous

30 minutes with with a break at 15 minutes to get up and move

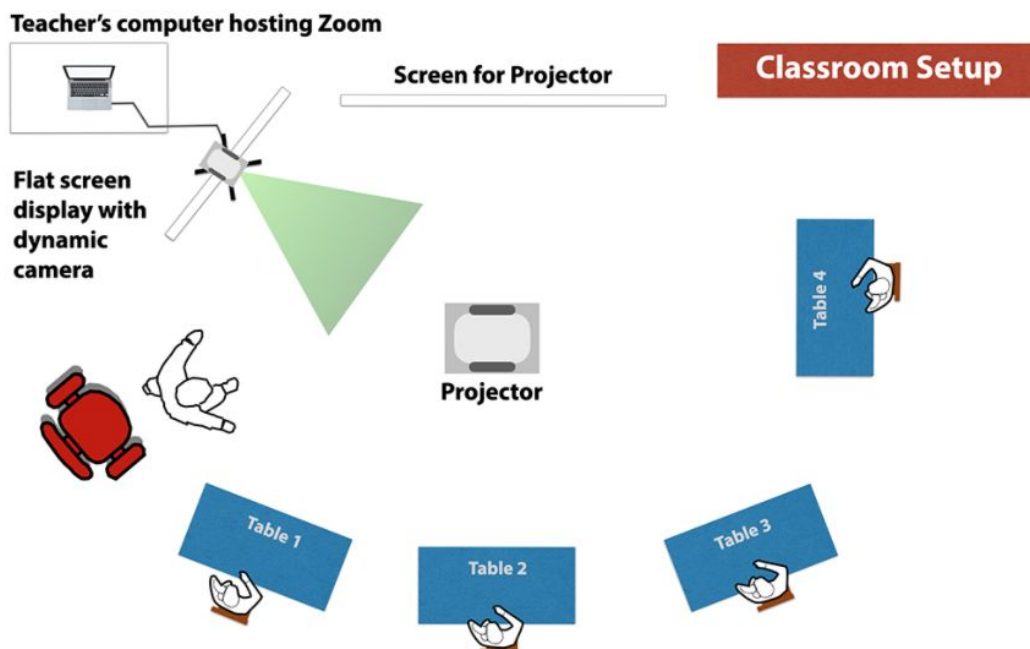
- email, discussion board, live video conference, celebrations, etc.
- A whole class game using apps such as [Quizizz](#) or [Kahoot](#)
- Social-emotional learning activity
- Reviewing homework
- Provide students with an opportunity to interact and reflect on what they have learned

Uploading and checking student learning activities and assignments are ready in the continuous learning platform for the next day

- Parent check-ins

Dynamic Hybrid Model

For classrooms where a portion of the class is in person and others are remote, the dynamic hybrid model seeks to fully integrate the online students in order to make them feel like they are sitting right in class with their peers. The dynamic aspect comes from using multiple cameras, or one camera that can capture multiple areas in the classroom. This makes the experience of online learning much more engaging because students can follow the flow of the lesson in a more natural way. Read more about this model presented by ASCD [here](#).



Create a Culture of High Expectations

Strategies that Create a Culture of High Expectations	Applications to Remote Learning
1. classroom management and motivation plans	1. Incorporating student motivation (value and success) in lessons; creating and utilizing clear routines.
2. Bell-to-Bell Teaching	2. Maximizing learning time with a focus on outcomes rather than the clock.
3. Classroom Organization	3. Create and utilize clear routines; organize learning tasks and resources.
4. High Expectations	4. Create opportunities for students to participate in high-level assignments, tasks, and assessments.
5. Communicating High Expectations	5. Use language that shares your rigorous expectations through all materials, videos, and feedback.
6. Actively Engage Students	6. Incorporate the aspects of remote learning that can enhance engagement, such as chats.
7. Keeping students on target	7. Build routines that help students stay on track, self-monitor, and provide information so you can assess progress.
8. Providing relevant feedback	8. With remote learning, feedback is even more important. Be sure it is laser-focused on your objectives and provides information students can immediately use.
9. Grading practices	9. Consider traditional grading but adapt it to match remote learning practices.
10. Managing behavior issues	10. Create protocols for behavior management, such as anti-bullying guidelines.

Resource links

Working with Standards

Gap Analysis - https://drive.google.com/drive/folders/1xxd3KKZA0xJfS4qxLr_08NdRNZTc3yxH

Determining Essential Standards - https://drive.google.com/file/d/1_DcL-IXJUUrUdfRowpUIJbuINyunbcSZy/view

Bundled Science MLS - <https://dese.mo.gov/sites/default/files/curr-sci-implementation-bundling-the-science-mls.pdf>

Bundled ELA MLS - <https://drive.google.com/file/d/1K2ScFu1saxxKdIlTH8JyGPfZxoZnpkSh/view>

ELA/Social Studies Crosswalk Example - <https://dese.mo.gov/sites/default/files/curr-mls-ela-ss-crosswalk-example.pdf>

Science / Math K-5 Connections - <https://dese.mo.gov/sites/default/files/curr-mls-crosswalk-sci-math-k-5.pdf>

Supporting Our Most Vulnerable Students

Meeting the Needs of Diverse Learners - <https://vimeo.com/441420754>

U.S. Department of Education Webinar and Fact Sheet for Protecting Students' Civil Rights During COVID-19 Response - <https://content.govdelivery.com/accounts/USED/bulletins/281/fed>

Examples of Effective Instructional Strategies - https://docs.google.com/presentation/d/14mpcMQnE9XNZhWWkJUgM7thVhOJwpsLbdeqdhmbLIDk/edit#slide=id.g88f2f41d0d_64_0

Effective School Communication Plan - <https://www.campussuite.com/blog/5-steps-for-an-effective-school-communication-plan>

Support the Learning Needs of English Learners - <https://wida.wisc.edu/teach/can-do/descriptors>;
<https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld>

Planning and Providing Remote Learning for English Learners - <https://drive.google.com/file/d/1GIX49fNgXjvz5IU42c6cHHQxft73Lrk8/view?usp=sharing>

Support the Learning Needs of IEP/504 - <https://dese.mo.gov/special-education>

Support the Needs of At-Risk Students - <https://dese.mo.gov/quality-schools/federal-programs/homeless/serving-homeless-children>

Support the Needs of Gifted/Talented Students - <https://dese.mo.gov/quality-schools/gifted-education>

Teaching with the Brain in Mind - https://www.academia.edu/35996188/TEACHING_READING_WITH_THE_BRAIN_IN_MIND_ENGAGEMENT

Resource links (continued)

Social-Emotional Needs

Social-Emotional Learning and Trauma-Informed Schools Initiative -

<https://dese.mo.gov/traumainformed>

Social Emotional Health -

https://docs.google.com/document/d/1VVng1lqnuJF-QZwvkz3GxulcAtI5a_vDA5404ZMJRM/edit

Runite, Renew, and Thrive: SEL Roadmap for Returning to School (CASEL) -

<https://drive.google.com/file/d/1DIh26jGW2I5KJR3PIdu2f147m-qjI35Z/view?usp=sharing>

Social-Emotional Needs Inventory -

https://drive.google.com/file/d/1CYWKasEDmJhNJAgbO6uqQ7RyhWF3_EKI/view?usp=sharing

Cyber-Bullying - <https://everfi.com/courses/k-12/digital-literacy-wellness-safety/>

What is SEL? (CASEL) - <https://casel.org/what-is-sel/>

Why Social and Emotional Learning Is Essential for Students -

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

Assessment

Developing Mastery - <https://www.moedu-sail.org/developing-acl-materials/>

Assessment - <https://www.assessmentforlearningproject.org/>

MO LEAP -

https://docs.google.com/presentation/d/1OsotyQbopjLw8CiTvoi2LvaQ3u2eUYJEz-pAOftDpNM/edit#slide=id.g719cb635c5_11_0

Digital tools for formative assessment -

<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

Supports for Families

Home-Based Learning Roles-

<https://drive.google.com/file/d/1bB64PB-Zq15e9ij0t1mVVGxYN-qCjf6E/view>

Supports for Educators - <https://dese.mo.gov/sites/default/files/curr-c19-support-for-families.pdf>

Technology How-To's for Parents -

https://docs.google.com/document/d/16US6DHYqFoNw9UWubfUVB0D_Kmt2Oe8fnWeX9oHfLfE/edit

Resource links (continued)

Supports and Resources for Districts and Schools

Task Force Recommendations -

<https://dese.mo.gov/sites/default/files/curr-ela-slp-publication-version-2019.pdf>

5E Model of Instruction -

<https://lh3.googleusercontent.com/-uK8sbimAwNE/U89ubyss8yl/AAAAAAAAkiQ/fptCjmAPbvQ/w771-h994-no/Screen+Shot+2014-07-23+at+1.12.16+AM.png>

Supports for Districts -

<https://dese.mo.gov/sites/default/files/curr-c19-support-for-district-leaders.pdf>

State Literacy Plan – Intentional Instruction, Intervention and Enrichment (p. 12-27)

<https://dese.mo.gov/sites/default/files/curr-ela-slp-publication-version-2019.pdf>

Effective School Communication Plan -

<https://www.campussuite.com/blog/5-steps-for-an-effective-school-communication-plan>

Examples of Effective Instructional Strategies -

https://docs.google.com/presentation/d/14mpcMQnE9XNZhWWkJUgM7thVhOJwpsLbdeqdhmbLIDk/edit#slide=id.g88f2f41d0d_64_0

Math Manipulatives - <https://www.mathlearningcenter.org/>

Guidelines for Online PE -

<https://convention.shapeamerica.org/uploads/pdfs/2020/guidelines/Online-PE-Guidance-Document.pdf>

Virtual Resources for Music -

<https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>

Distance Learning Templates from Common Sense Education -

<https://www.commonsense.org/education/articles/free-distance-learning-templates-for-back-to-school>

Khan Academy Sample Schedules Pre-K - 12 (translations also available)-

https://docs.google.com/document/d/e/2PACX-1vSZhOdEPAWjUQpqDkVAIJrFwxxZ9Sa6zGOqOCNRms6Z7DZNq-tQWS3OhuVCUbh_-P-WmksHAzbsrk9d/pub

Professional Development

Summer PLS HUB –(ELA, Science, Social Studies, ELD - Missouri Writing Projects Network/TNTP), Dyslexia, Math, Health/PE/School Wellness -

<https://dese.mo.gov/college-career-readiness/curriculum/summer-professional-learning-series-resources-hub>

Content Meetings 2020-21 HUB for all contents -

EduSail.com - <http://www.moedu-sail.org/distance-learning-courses/>

Resource links (continued)

Sample Lessons

Virtual First Day Back to School - <https://youngteacherlove.com/virtual-first-day-back-to-school/>

Back to School Activities for Virtual Learning -

<https://writeonwithmissg.com/2020/07/26/back-to-school-activities-for-virtual-distance-learning/>

Music with Victoria Boler -

<https://victoriaboler.com/blog/virtual-music-lesson-seesaw-google-classroom>

Let's Learn about Farms - <https://wke.lt/w/s/oTObCe>

The Judicial Branch -

https://docs.google.com/presentation/d/1rB2zpKvf00bj23TYmOL-6Wcon3ajHfxldDr10Eaae7c/edit#slide=id.g8433de60c5_0_76

Virtual Learning Packets- Pre-K

-https://docs.google.com/presentation/d/12d8dssEuvfAEjOCRX7JRYcUly_W2C7iZVI9EXN_pNXc/edit?usp=sharing K-1 Packet -

https://docs.google.com/presentation/d/1nxEESMQF_GUYHydJaVAqMqsFeAGTg-RzMFQjZQeCf8/edit?usp=sharing 2nd Grade Packet-

https://docs.google.com/presentation/d/1OKTntYE-yGzdX5ctnq13QOHcAIAemSiJ--eAtVvP_Yo/edit?usp=sharing